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ABSTRACT

Developed by the SCAT (Support, Competency-Assistance and Training) Project staff, the document deals with the fourth step, instructional programing, of a systematic instruction model for use with exceptional children. Purposes of the paper are noted to include providing guidelines for establishing and implementing individualized instructional programs and efficient and effective classroom management procedures. Sections explain instructional programing in terms of outcomes; rationale; implementation procedures for teaching, behavior management, and classroom management; and frequently asked questions. Appended are a checkpoint feedback table and sample forms. (SBH)

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Instructional Programming

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preface

The material presented in this paper was developed by the staff of SCAT (Support, Competency-Assistance and Training) - a Title VI-G Child Service Demonstration Project. The SCAT staff is committed to training teachers of exceptional children to use systematic instructional procedures.

Systematic instruction is a PROCESS through which teachers provide maximum learning opportunities for exceptional students. As defined by SCAT, systematic instruction includes seven components:

1. Initial assessment;
2. The establishment of long term goals;
3. The sequencing of short term objectives;
4. The selection and implementation of an instructional program;
5. The establishment and utilization of a sensitive measurement system;
6. The use of data decision rules to monitor program interventions and;
7. The establishment and utilization of a system for on-going assessment.

This manuscript deals with step 4: Instructional Programing. Without effective and appropriate individualized programs, the most carefully established long term goals and the most sophisticated skill sequence are of no value. Instructional Programming is the heart of teaching...it's what you talk about when you say you're a teacher...it's what happens to students when they come to the resource classroom.

Programming includes the structuring of the classroom environment, the presentation of actual lessons, and the general management strategies employed in creating a positive learning environment.

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purposes

The purposes of this paper are to provide you with guidelines for establishing and implementing:

individualized instructional programs

and

efficient and effective classroom management procedures.

outcomes

By the time you finish this manual, you should be able to do the following:

...related to academics

1. label skill worksheets appropriately for a given skill sequence;

2. set up individual student folders for student use in the resource classroom;

3. conduct an instructional session with an individual student and a small group of students;

4. describe appropriate teaching procedures for students at acquisition, proficiency, maintenance, transfer, and generalization stages of learning;

5. list appropriate cues and feedback for specific student responses.

...related to managing behavior

1. establish group classoom procedures and rules;

2. set up and implement individual student target behavior management programs.

...related to general classroom management

1. set up and supervise student entry, use of, and exit from the resource classroom;

2. write classroom and individual student schedules & activities;

3. coordinate special and regular classroom routines, procedures, and materials.

introduction & rationale

Why, you may be thinking, another training manual on Instructional Programming? Once a student is identified through initial assessment, long term goals are established, and short term objectives sequenced, all that has to happen is to start teaching to the first short term objective the student has not yet mastered.

If that's what you're thinking, you're absolutely correct. That's precisely what should happen. And, if you feel comfortable about the way that's happening in your classroom, you may want to spend the next 45 minutes doing something other than reading this text.

On the other hand, if you are anything like some teachers, you're always looking for ways to improve programs, to help students learn more, or to decrease the amount of time it takes to "stay on top of everything." If so, keep reading. This manual is designed to help you improve the way your classroom operates, the kinds of things that happen in your classroom, and your satisfaction with the learning opportunities you are providing for your students.

Why another manual on Instructional Programming?

1. Because well-organized classrooms reduce wasted time (dead time) and allow more time for teaching and learning to occur.

2. Because clear and concise classroom management results in more and more appropriate behavior and less time-and-energy-sapping misbehavior.

3. Because eliminating those events which interfere with learning, and increasing events which facilitate learning, results in more and faster student mastery of new skills.

4. Because carefully-planned and managed instructional programs increase the chance that your students will reach established long term goals.

5. Because a classroom which runs smoothly, and one in which students see themselves continually improving is a fun and rewarding place to spend time, whether you're a student or a teacher!

Why? Because even if a student receives appropriate long term goals, carefully-sequenced short term objectives, and application of continuous, sensitive measurement systems, but does not receive appropriate instruction, that student will not grow, will not learn, and will not reach established goals.

A note on organization...

This manual is organized to provide basic information on managing instructional programs. Although many topics are reviewed only briefly, additional sources are suggested for further study. The number of issues which deal directly or indirectly with instructing exceptional children is infinite. These are some of the critical issues included:

a) TEACHING

program issues related to teaching reading, math, spelling, handwriting skills, etc.

b) BEHAVIOR MANAGEMENT

program issues related to increasing appropriate social behavior, decreasing misbehavior, improving self-management, etc.

c) GENERAL CLASSROOM MANAGEMENT

program issues related to establishing and maintaining a classroom environment which is both positive and productive (and living to tell about it).

Each issue will be dealt with in relation to groups of students, and to individual students.

implementing

teaching

Conducting Instructional Sessions...Teaching Lessons:

There are a number of decisions which you must make in organizing groups of students for instructional sessions, including:

size of the group: Although you will want to provide "individualized instruction" for every child, this does not necessarily imply 1:1 teaching. Rather, it means that every student will receive instruction appropriate to his or her instructional needs. Thus, a group of four children may be receiving "individualized instruction" even though they meet as a group.

Decide how large to make the group:

- 5-8 students (maximum for careful monitoring)
- 3-5 students (easily manageable)
- 2-3 students (pairs or trios)
- 1 student (1:1 sessions)

deliverer of instruction: You will probably be the person who delivers most of the instructional programming provided in your classroom. However, you might consider using others:

teaching aides (if provided careful structure)
student teachers (a great resource)
older students (some of the best teachers around)
peers (potentially highly-reinforcing)
regular classroom teachers (with support, of course)
other specialists (again, with support)
the janitor (you never know...)
the principal (what an opportunity)

Whichever "teacher" you decide to use, use them consistently. And, if someone other than you is "teaching," be careful to provide specific directions and structure so the lesson will be conducted in an appropriate manner.

amount of instruction:

Students tend to make good progress if given an opportunity to work on skills for a short period of time every day. Try to program for daily instructional sessions on each of the major short term objectives the student is working on. You might want to consider:

30-45 min. sessions (a long time... include variety)
20-30 min. sessions (time to get things covered)
10-20 min. sessions (quick and concise)
5-10 min. sessions (barely enough time to get going)

Try to structure sessions so students receive some time every day for direct instruction, some time every day for independent practice of newly-learned skills, and some time every day for group work, if appropriate. Thus, combining all the activities in which a student might be involved, students may be in the resource room for a total block of time, including participation in several instructional sessions, and/or opportunities for independent practice:

an hour at a time
a half hour at a time
twenty minutes several times a day.

Needless to say, there are other decisions you'll have to make, but these are basic. Once you have the group size, instructor, and length of instructional session established, you're ready to get to work.

> Assumption: you have identified for the group/individual student an appropriate short term objective toward which your instruction will be directed.
>
> Assumption: you are interested in providing instruction which will help the student meet the short term objective in the shortest period of time.

OK? Move on.

Procedures...or, what happens once they're sitting out there, and you're sitting up here?

There are a number of teaching procedures/techniques which make teaching both more effective and more enjoyable. One is to establish a series of teaching-learning components which you include in every lesson you present. You get organized, and the students have a good idea of what's expected. Because you've thought it out beforehand, you don't have to worry about omitting important teaching-learning steps. Here are some steps we've found to be particularly helpful...try them. You may be surprised at what a difference an ounce of organization can make:

1. Gain student attention prior to beginning.

   You've heard it before, but how many times have you had to begin again? Don't lose them before you get started... wait until they're attentive.

2. Inform students of objectives or tasks.

   Tell them (and clarify for yourself) just exactly what it is you're going to be doing..."today we're going to review the words we learned yesterday, and learn 4 new words" or "this morning we're going to practice writing the new words we

TEACHING PROCEDURES

Gain student attention prior to beginning.

Inform students of objectives/tasks.

Recall or review previously-introduced materials.

Present new materials.

Demonstrate appropriate responses.

Cue for responses, elicit responses from students.

Provide feedback.

Provide opportunities for practice & drill.

Build in transfer & generalization exercises. (if appropriate)

Provide closure, summary of the lesson.

Give directions for "next step" activity.

studied yesterday" or "this afternoon we're going to work addition problems with all the numbers from zero to five."

3. Recall or review previously-presented materials.

   Before introducing new material, review with students the skills introduced previously. This will give you a quick reading on which items you may need to reteach, and prevent you from spending time practicing items students have already mastered.

4. Present new stimulus materials.

   Based on the short term objective you are teaching toward, instruduce new items (words, letters, math facts, etc.). As you intruduce new material, use direct and specific cues for student responses, model correct responses, and explain to students the new information you are presenting. If students have decoding skills, they may be able to sound out new words. But, if it is a sight word, you'll have to tell what the word says. In math, students who can work basic subtraction facts to 5 may be able to figure out how to work facts to 8. If you are introducing contractions, explain to students the purpose for contractions, use of the apostrophe, etc.

5. Demonstrate appropriate responses.

   Show students how to work with the new items. If the items are words, demonstrate, or have a student demonstrate reading the words. If the items are math facts, demonstrate the computation. If the items are words to be divided into syllables, demonstrate. A picture is worth a thousand words? Maybe even more!

6. Cue for responses, elicit responses from students.

In order to learn new skills, students need many opportunites to practice those skills. As you provide practice opportunities, use specific and direct cues so students will know precisely what it is you want them to do; i.e., "Say the letter name," is a better and more specific cue than "what is this?".... "write the answer to this problem," is a more specific cue than "do this." Taking time to think about and use specific cues will eliminate your having to take time to re-explain and answer questions from students who do not understand.

During a lesson, you may want to cue for various types of responses. For example:

Individual responses: asking one student at a time to respond allows you to check to see if that student knows the item, but leaves the others in the group waiting...not practicing.

Group responses: asking two or more students at a time to respond allows you to provide more students more practice in the same amount of time, but requires careful watching and listening on your part if you want to check to see that students are responding correctly.

UNtimed Responses: giving students unlimited time to respond allows them to gain practice when first acquiring a skill. Cues for untimed responses might be:

"read these words aloud"
"write the letters of the alphabet"
"work these multiplication problems"

Timed responses: requiring students to respond promptly requires that students demonstrate some level of automatic responding, showing fluency with the the skill. Cues for timed responses might be:

"read as many words as you can in the next 15 seconds"
write the letters of the alphabet... last time it took you 58 seconds; see if you can beat that time"
"during the next 2 minutes, work as many of these multiplication problems as you can"

Single responses: asking the student to respond once to the item in question is appropriate when the student is just learning the skill. Cues for single responses are usually untimed, and might be:

"say this letter name"
"write a lower case f"
"spell Mississippi"

Multiple responses: asking the student(s) to respond more than once to the item in question is appropriate as students demonstrate accuracy, and you begin working for fluency. Multiple responses are an efficient way to provide practice during a group session. Cues for multiple responses might be:

"read this word four times"
"read this word as many times as you you can as long as my finger is touching the card"
read this word each time my finger touches the card"

* * CHECKPOINT * *

For each of the following situations, write a cue which would be appropriate, and would elicit a correct response from students. Try to write cues which are succinct, concise, and direct.

situation:	desired response:	cue:
a) reading group	you want the students to look at a t and say /t/	
b) reading group	you want the students to look at a t and say "t" ("tee")	
c) independent reading	you want thestudent to read a certain # of pages	
d) math	you want the students to write numbers sequentially	
e) math	you want students to write the missing addend in problems like __ + 2 = 5	
f) math	you want students to take out their workbooks and turn to page 33	
g) reading	you want students to blend sounds and say words	

7. Provide feedback.

There are, basically, three types of feedback you'll want to provide to students:

a) confirmation of the response...yes, that's correct
b) positive reinforcement...yes, good job counting
c) correction of response...no, the sound of this letter is /m/.

If you select a correction procedure, use a procedure which allows students to try the correct response.

cue: "say the letter name, Jeff" (letter: k)
response: "b"
correction: "no, the name of this letter is k. say the letter name"
rehearsal: "k"
feedback: "that's right. say the letter name 3 times"
practice: "k...k...k"
feedback: "good job, Jeff, you said the correct name"

When students are first learning a skill, provide feedback on a nearly-continuous schedule. Once students have acquired the skill, and are working on fluency, change feedback procedures, and provide feedback on an intermittent basis.

When you want to provide feedback, but not for every student response, you can set up an intermittent schedule which is based on:

a) time: provide feedback every 5 minutes, or every 10 minutes or every half hour.

b) responses: provide feedback for every 5th or 10th response (if you choose this method, try varying the response on which you give feedback...if you select every 5th, vary by proving feedback on the 4th or the 6th)

Teaching: Decisions to Make

Size of group for instruction:

- large group
- 5-8 students
- 3-5 students
- 2-3 students
- 1 student

Deliverer of instruction:

- teacher
- teaching aides
- student teacher
- older students
- peers
- regular classroom teachers
- specialists
- others

Amount/Time of instruction:

- 30-45 minutes
- 20-30 minutes
- 10-20 minutes
- 5-10 minutes

Types of cues:

- individual responses
- group responses
- untimed responses
- timed responses
- single responses
- multiple responses

Types of feedback:

- confirmation of response
- positive reinforcement
- correction procedure

Opportunities for practice & drill:

- routine drill
- novel drill
- practice with peer
- independent practice

8. Provide opportunities for practice and drill.

Once students have had an opportunity to respond to specific cues, provide lots of opportunities for drill and practice. Provide practice during the instructional session by using individual, group, single, and multiple, timed and untimed response cues. Provide practice by asking students to work on mini-rehearsal of skills independently. Structure lots of practice opportunities.

Practice can be designed as either routine drill (rehearsal of the same response under the same conditions), or novel drill (change in student response, even though students continue to work with material focused on the same short term objective). When students are first learning a skill, use lots of routine drill. As students show accuracy, add more novel drill activities.

Students will vary in the number of practices needed in order to master specific items or skills. While Mark may learn the word "said" after, say, 10 practices, it may take Bill 100 practices. Provide adequate practice for every child.

9. Build in transfer and generalization exercises (if applicable)

Once students have mastered a skill, can demonstrate accuracy and proficiency or fluency, begin to program for transfer and generalization. WAIT UNTIL STUDENTS HAVE MASTERED THE SKILL... DO NOT PROGRAM FOR TRANSFER AND GENERALIZATION WHEN A CHILD IS FIRST LEARNING A SKILL.

Transfer and generalization refers to the student's ability to use the same target skill(s) in other settings or situations, or to slightly modify the target skill and use it appropriately in a new environment.

For example, if a student can read vocabulary words accurately and fluently from a list when in the resource classroom...can he read them in the regular classroom? Can he read them when they occur within a context passage?

While many "normal" learners transfer and generalize easily, many handicapped or exceptional students have difficulty making that transfer. So, your careful programming, when appropriate, will facilitate students' abilities in using newly-mastered skills in new situations.

10. Provide closure, summary of the lesson.

    Just as you began by stating the objectives and activities which would occur during the lesson, close by re-stating those same items.... "we practiced writing the new words," or "we finished working addition problems with numbers from zero to five."

11. Give directions for "next step" activity.

    Tell students what they are to do next..."now, go to your seat, and finish this worksheet"... "now, put your book on the shelf and line up at the door..."

Selecting Appropriate Teaching Procedures:

Regardless of the skill you are teaching, or the structure of the teaching situation, you should select and use teaching procedures which most closely meet each student's needs. Throughout the years a number of educators have tried to provide guidelines to assist teachers in this task. Following is a description of a set of descriptors developed by White and Haring[1] discussing the five stages of learning through which learners pass in developing skills to a functional level.

STAGES OF LEARNING

stage one:	Acquisition
stage two:	Fluency Building, or Proficiency
stage three:	Maintenance
stage four:	Application, or Transfer
stage five:	Adaptation, or Generalization

[1]Owen R. White and Norris G. Haring, Exceptional Teaching: A Multimedia Training Package (Columbus, Ohio: Charles E. Merrill Publishing Co., A Bell & Howell Co., 1967).

Stage	Explanation	Example
ACQUISITION:	That stage of learning which encompasses student responses ranging from not responsing correctly at all (cannot read the word, cannot write the letter) to being able to respond correctly (able to read the word, write the letter).	Jeff moves from no ability to say letter sounds, to being able to accurately read consonant sounds and short vowel sounds.
FLUENCY BUILDING:	That stage of learning which encompasses student responses ranging from accurate responding (reads the word correctly, writes the letter correctly) to being able to respond both accurately and fluently. At the end of the fluency building stage, students respond proficiently.	Jeff can not only read consonant and short vowel sounds, but is able to read them with a fluency of 50 sounds per minute.
MAINTENANCE:	That stage of learning during which the student demonstrates that even though direct instruction on the target skill has been discontinued (since the student demonstrated mastery and proficiency), the student can, after a lapse period of time, still respond with accuracy and fluency.	Once Jeff demonstrated fluency of 50 sounds per minute his teacher stopped working on letter sounds and began working on blending sounds into words, and acquiring CVC words. However, a month later she rechecked Jeff's retention of consonant sounds and short vowels, and Jeff demonstrated he could still read letter sounds with accuracy and proficiency.

Stage	Explanation	Example
APPLICATION:	That stage of learning during which the student demonstrates that he/she can perform the correct response accurately and proficiently not only in the setting under which it was taught/learned, but can apply the skill and use it appropriately in other settings. This is sometimes called TRANSFER.	Jeff had been working in the resource room. But his performance in the regular classroom began to change. His regular classroom teacher began reporting that Jeff was beginning to work some of the sound-symbol activities in the regular classroom, and was beginning to use consonant clues to guess some words.
ADAPTATION:	That stage of learning during which the student demonstrates that he/she can not only apply the target skill in different situations, but can, as needed, modify the response and use it in novel situations. The student is able to adapt the skill, to modify the skill, and use it appropriately. This is sometimes called GENERALIZATION.	As Jeff became a better reader of CVC words, his resource room teacher began presenting short vowel words which included initial consonant blends (sip, slip, last, blast), and CVC words with the plural s (tap, taps... dip, dips). She was pleased to see that Jeff was able to adapt his skill with isolated single consonant sounds and read sounds for consonant blends.

* * CHECKPOINT * *

Read each of the following descriptions. For each, select the "stage of learning" which best describes the level at which the student is currently functioning:

acquisition
proficiency
maintenance
transfer & generalization

a) _____ Helen just completed her first bi-monthly performance check on spelling phonetically-regular CVC (bag, pit) and CVCE (lake, hope) words, scoring 95%.

b) _____ Ms. Johansen has just begun a program with Aaron, designed to meet a skill sequence step on math addition facts, sums 0-3. Aaron's data for the first 3 days have been:

Monday:	3 corrects, 1 error per minute
Tuesday:	4 corrects, 2 errors per minute
Wednesday:	6 corrects, 3 errors per minute

c) _____ Marie mastered her objective "given a basal reading text, at grade level, Marie reads words at 80 correct, with 0-2 errors" five weeks ago, and has maintained her performance for five weeks. Ms. Jacobs, the resource teacher, is now interested in moving Marie into a regular classroom reading group.

d) _____ Jeff's data on his "multiplication facts 0-5" look like this:

Monday:	9 correct, 0 errors per minute
Tuesday:	12 correct, 0 errors per minute
Wednesday:	11 correct, 0 errors per minute
Thursday:	15 correct, 0 errors per minute
Friday:	13 correct, 0 errors per minute

e) _____ This checkpoint is an example of checking your performance on "stages of learning" at what level?

The hierarchy proposed by White and Haring provides a manageable and practical basis for selecting appropriate teaching procedures. As students move from one stage of learning to another, modify your teaching strategies appropriately. For example:

Skill: writing numbers in order 0-19

Acquisition

At the acquisition stage, you will want to select teaching procedures like:

Demonstration

Modeling

Specific and Consistent Cueing

Supervised Instructional Sessions

Shaping

Slicing Back

Continuous or frequent feedback

Correction Procedures

Why? because students at this stage of learning are just beginning to be able to perform the response you want (write numbers). They need opportunities to watch others write numbers, to write numbers, and to receive feedback on the writing they perform. This is a critical stage because you want to see that students "learn" the skill correctly.

Demonstration/Modeling:	to provide for the student an example of how to perform the skill, of the correct response, of the product of the response.
Specific Cues:	to let students know exactly what it is you expect them to do.
Supervised Instruction and Practice:	at this stage students need supervision, to prevent having students learn errors, or practice making incorrect responses.

Shaping:	to facilitate student improvement, shaping involves initially accepting less-than-perfect responses, but gradually demanding closer and closer-to-model responses.
Slicing Back:	to introduce new items at a rate appropriate to each student's learning capacity, involving introducing writing the number 3 only, when you had originally planned to introduce numbers 3-5 as a group, because the student is having real difficulty with 3.
Continuous/frequent feedback:	to provide students with information on their responses continuously, to provide for students enough information on their performance so students begin to discriminate correct from error responses.
	to prevent student practice of incorrect responses.
Correction Procedures:	to prevent student "learning" of errors, and allow students to practice correct responses when they have erred.

Proficiency or Fluency Building

Once students have acquired the responses you are teaching, you'll want to use teaching procedures which allow students to practice those responses until they can be performed at an "automatic" level.

For example:

Independent practice

Novel drill

Routine drill

Intermittent reinforcement

Why? Because students have demonstrated that they can perform the skill accurately (write numbers). They need opportunities to practice the skill until it can be performed both accurately and fluently... proficiently. Without practice and drill, students will have difficulty becoming proficient with skills. And, in order to use skills appropriately, students need to perform proficiently. (It's not enough to be able to count change, you have to be able to count change both accurately and rapidly enough so those waiting in the check-out line don't get upset.)

Independent practice:	to provide students opportunities to perform the skill over and over...since accuracy has already been demonstrated, you can be fairly confident students are practicing correct responses (although you'd be wise to check periodically).
Routine drill:	to provide students structured practice opportunities, in which the type of stimuli (cues, materials) do not change, and the response remains the same.
Novel drill:	to provide students practice opportunities which might break the boredom of routine drill, in which the type of response and the type of stimuli may vary, but both remain focused on the skill, providing direct practice and rehearsal of the target response.
Intermittent reinforcement:	to require more and more student responses prior to reinforcement, thus developing the student's ability to respond with less and less artificial consequence.

Maintenance

Once students have demonstrated accuracy (acquisition) and proficiency (fluency and accuracy) of target skills, you need not continue teaching to those skills. As a matter of fact, continued teaching at this point may be a waste of valuable teaching/learning time...time which could be better spent acquiring the next skill in the sequence. So, maintenance involves, primarily:

Periodic re-checking of student skills

Providing item-specific correction, if necessary

Providing short-term retention drills.

Periodic re-checking of student performance on previously-mastered skills can be set up or structured in several ways. Of the two most common ways, one is to set up periodic re-checking based on time... in this way, you re-check previously-mastered skills once every two weeks, or once every month. Many teachers use a sliding scale, checking previously-mastered skills once a week for two weeks, then once every two weeks for a month, then once a month for two months, then once a semester.

The second way to structure re-checking of previously-mastered skills is based not on time, but on the sequence of skills being taught. In this way, teachers periodically re-check skills based on the number of new skills that have been acquired. Many teachers re-check student performance after a student has mastered two additional skills, or after every 5th newly-acquired skill.

Establish a procedure for periodically re-checking skills that have been mastered. If the acquisition standards and proficiency standards you have established are appropriate, you should find that students have maintained skills, and are able, on your re-checking, to demonstrate previously-mastered responses.

If, on rechecking, you find that students have not retained performance, try item-specific correction, or short term retention practice:

Item-specific correction:	when the student retained most items, but makes errors on specific items, provide correction for those items, and practice opportunities.
Short-term retention drill/practice:	when student demonstrates that he can still perform the skill accurately, but has lost proficiency, a few short practice sessions should bring performance back to it's previous, or near it's previous fluency level.

Application

Once students have demonstrated mastery of a skill (acquisition + proficiency) and are able to perform that skill even after direct instruction has been discontinued, try structuring some application/transfer experiences. Fortunately, most "regular" or "normal" learners make transfer/application; that is, they easily transfer and apply skills. But many handicapped learners need assistance in learning how to transfer and apply skills. For example, you may want to have the student:

Apply the same skill in a different physical setting:	try having the student perform in another area of the classroom, in another classroom, or in a different part of the building, or at home.
Apply the same skill at a different time:	try having the student perform in the afternoon, rather than the morning, perform for 15 minutes rather than 10, etc.

Adaptation/Generalization

If students can successfully transfer/apply skills in a new or different setting, try structuring opportunities for them to utilize the target skill in situations where the skill must be slightly modified to meet unique conditions in a new set of circumstances. Try having the student:

Use the same response (skill) in response to novel stimuli:	try having the student read words out in context, rather than on a list; write in missing numbers in a list of numbers where every 3rd number has been omitted, rather than writing in order; count pennies, rather than just counting; read letters in varying forms/fonts of print.
Use a modified response:	try having the student write the factors for a sum (what numbers added together make 9), rather than writing answers to add facts; have students write the given CVC-CVCE pattern for vowel a, list CVC-CVCE words for i, o, u.

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* * CHECKPOINT * *

Write each of the following teaching procedures under the stage(s) of learning for which the teaching procedure is most appropriate.

* independent practice
* modeling
* using newly-mastered skills in the regular classroom
* continuous, 1:1 feedback/correction
* demonstration
* routine drill
* 1:1 instruction
* practice with a peer
* asking the student to adapt newly-mastered skills to a new environment
* shaping
* novel drill
* no direct instruction, just performance checking
* role playing, or simulations of using the skill in different ways

ACQUISITION	PROFICIENCY	MAINTENANCE

TRANSFER & GENERALIZATION

* * CHECKPOINT * *

For each of the following items, read the item, the cue, and the desired response. Then, review the error response made by the student. Write, for each, a short correction procedure you could use which would be appropriate to the type of error made by the student. Try to make corrections brief, concise, yet appropriate to the error made.

item:	cue:	desired student response:	error response:	correction procedure:
$\begin{array}{rrr} 3 & 3 & 1 \\ +2 & +1 & +2 \end{array}$	Write the answers to each of these add facts.	$\begin{array}{rrr} 3 & 3 & 4 \\ +2 & +1 & +2 \\ \hline 5 & 4 & 6 \end{array}$	$\begin{array}{rrr} 3 & 3 & 4 \\ +2 & +1 & +2 \\ \hline 1 & 2 & 2 \end{array}$	
m	Say the letter sound.	/m/	no response	
was	Read the word aloud, Mary.	"was"	"saw"	

item:	cue:	desired student response:	error response:	correction procedure:
s	Print this letter five times.	sssss	ssssS	
said	Spell & write the word said 3 times.	said, said, said	sad, sad, sad	
were have from said went saw gone there	Read the word list outloud as fast, and as carefully as you can.	"were have from said went saw gone there"	"were had from said went saw go there"	

behavior management

Literally hundreds of volumes have been written on changing behavior. If you are interested, check the reference section for recommended readings. The following is a brief overview of procedures you may want to employ in changing student behavior, both social behaviors and academic behaviors.

Changing behavior

means

you

can

INCREASE THE FREQUENCY OF THE BEHAVIOR

OR

DECREASE THE FREQUENCY OF THE BEHAVIOR

OR

MAINTAIN THE FREQUENCY OF THE BEHAVIOR

Probably you'll want to increase appropriate behaviors, decrease inappropriate behaviors, and maintain appropriate behaviors.

Increasing Behavior

Several procedures can be used to increase the probability that a behavior will occur and/or occur more frequently:

MODELING

CHAINING, SHAPING

POSITIVE REINFORCEMENT

MODELING: demonstrating the response or skill for the student, and then directing the student to imitate the performance.

Example: You want Kendra to divide CVC/CVC words into syllables; so you ask Mark, who has already mastered that skill to divide the following words, showing Kendra how to do it: napkin, catnip.

CHAINING: teaching each component of a complex skill, and then teaching the combination of the components.

Example: (forward chaining) teaching the first component initially, then adding each "next step". In teaching multiplication of fractions, for example, the first step would be to invert the fraction.

In teaching dictionary skills, forward chaining would be first locating the part of the dictionary in which the word would be found (beginning, middle, back section), then finding the part of the dictionary of the initial letter of the target word (P/panther), then the first two letters, etc.

(backward or reverse chaining) teaching the final component initially, then adding each preceeding step. In teaching dictionary skills this way, you would start by having the teacher find the page on which the word appears, and the student locates the word. The next step would involve the teacher locating the appropriate section by the first, say, two letters of the word, then the student has to find both the page and the entry on the page.

Backward and forward chaining are reverse processes. Both may use the same teaching sequence; in one the instructor performs everything up to the final step, and the student completes the task (steps move back down the sequence). In the other the student performs the first initial step, and the instructor completes the task (steps move up the sequence).

SHAPING: gradually "teaching' a behavior by initially accepting and reinforcing responses which are discrepant from the target response...gradually withho'ding reinforcement until the student makes responses which are closer and closer to the model target response.

Example: teaching handwriting. Initially, you would accept letters which are recognizable, but not perfectly formed. Gradually, you'll demand more correct letter formation.

POSITIVE REINFORCEMENT: the presentation of a stimulus consequence following a response, resulting in an increase in the rate or probability of the response recurring.

Types: tangible (food, tokens, etc.)
social (verbal praise, etc.)
verbal ("you really did a great job reading," etc.)
nonverbal (pats, winks, nods, etc.)

Schedules: Reinforcement can be distributed based on one of two factors:

1. time: provide reinforcement after a specified period of time has occurred (every 3 min., 15 min., etc.)

2. performance: provide reinforcement after a specified number of correct reponses have occurred (every 4th correct, every 8th, etc.)

Reinforcement can be distributed on a fixed or intermittent schedule:

1. fixed: reinforcement is presented after every fixed period of time or fixed number of responses have occurred (every 5th response, every 5 min.)

2. variable: reinforcement is presented "approximately" after a specified time interval or amount of performance, but actual presentation may vary (after every 5th, but actually after the 4th, the 6th, etc....after 5 min., but actually it's after 3 min., then after 9 min., etc.)

Reinforcement can be distributed

1. continuously: reinforcing every response that occurs (1:1), appropriate when the student is just learning a new response.

2. intermittently: reinforcing after a specified number of responses or a specified amount of time, i.e. after every 4th response (1:4), or after every 5 minutes (1:5).

Examples:

tangible: a raisin for every three words read correctly.

social, verbal: "Ted, you finished every problem on this page. That's terrific!"

social, non-verbal: a smile and a wink across the room, a pat on the shoulder.

time-based: 1 point for every 5 minutes you are on-task during math.

performance: 1 minute free time for every 50 words you read.

continuous: 1 chip for every word you spell correctly.

intermittent: 1 point for every three lines of cursive letters you write.

Decreasing Behavior

Several procedures can be used to decrease the probability that a behavior will occur and/or recur less frequently:

EXTINCTION

REINFORCEMENT OF AN INCOMPATIBLE BEHAVIOR

TIME OUT

RESPONSE COST

PUNISHMENT

EXTINCTION: the preventing or removal of the opportunity to receive reinforcement for a response, resulting in a decrease in occurrence of the target behavior.

Example: ignoring inappropriate behavior. Ignore those students who blurt out questions and their blurting out will cease. Or, ignore those students who flock to your desk with questions, and they will stop flocking.

Note: Extinction is most effective when paired with positive reinforcement...so

Ignore the blurter-outers, at the same time find someone who has remembered to raise his/her hand, and say something like "Bert, you must have a question; thanks for remembering to raise your hand. What is it?"...and ignore the desk-flockers, at the same time getting up from your desk and walking to the desk of someone who remembered to raise his hand, saying something like "Ken, you remembered to raise your hand. That tells me that you need help. What do you need?"

In both cases you'll be amazed at how rapidly the blurter-outers will shoot up their arms, and the desk-flockers will buzz back to their seats.

P.S. In extinction, patience and consistency are both virtues. When you first begin to ignore a behavior you have previously reinforced, students may just "try harder,""blurt louder," or "flock faster".

REINFORCEMENT OF AN INCOMPATIBLE BEHAVIOR: reinforcing a behavior that cannot "coexist" with the target behavior, thereby reducing the occurrence of the target behavior.

Example: reinforcing students working on writing answers to math problems, which cannot occur at the same time as hitting neighbors.

reinforcing students for putting materials away, which cannot occur at the same time as leaving materials on the table.

TIME OUT: removing the student from access to reinforcement for a specified period of time.

Example: Mary is removed from the classroom for 5 minutes and thus has no opportunity to receive reinforcement from peers laughing at her clowning around.

RESPONSE COST: removing the student from access to a specified amount of reinforcement.

Example: In a classroom token system, students must "pay" three tokens for each talk-out.

PUNISHMENT: presentation of an aversive stimulus following a response.

Example: yelling at John after he breaks the vase on your desk.

Maintaining Behavior

Once you have appropriate behaviors established, you'll want to maintain them. The most effective way to maintain a behavior is to provide

INTERMITTENT REINFORCEMENT

INTERMITTENT REINFORCEMENT: presentation of a reinforcing consequence following a response, based on an intermittent schedule for time or performance.

See explanation of positive reinforcement.

Example: earning 1 minute of free time for every 3 pages of math completed (1:3).

classroom management

Establishing a few basic management rules and routines will help students know what is expected, and the consequences for not performing appropriately. At the same time, even with procedures specified, you will find times when you'll be structuring individual programs for some students.

Establishing Classroom Routines

Either by yourself, or with your students, spend some time deciding just what students are expected to do in the resource classroom. Try to set up routines that allow students to carry most of the responsibility for getting into the room, getting the materials they need, getting themselves into a position to work, and getting out of the classroom. As a teacher, you have many other things more deserving of time and energy...students can learn to manage their own behavior if you teach them how. Try:

1. Setting up entry procedures.

   If you have set up individual work folders for each student in the classroom, the entry procedures will probably involve:

a. enter
b. pick up your folder
c. go to your seat/a seat
d. begin working on the first task on your assignment sheet.

Students may not have been taught to get themselves going. You'll have to teach them . (As a matter of fact, we teachers frequently teach students just the opposite...that if they work things right, we'll do much of their work.)

2. Set up rules for "while you're in the resource room."

a. try to set up a few basic rules (maybe 3-6).
b. try to state positive rules (i.e., work quietly vs. no talking).
c. review rules with students, and give lots of examples.
d. talk through with students those specific situations for which you have not established rules ...sharpening pencils, coming in late, getting a drink, etc.
e. set up a procedure for students when they need help.
   1) have an alternative task to which students can turn when they can no longer complete the assigned task
   2) appoint an "answer person" each week or day ...one student to whom other students go for help, to ask questions (if you use this strategy, you may want to check with the answer person to see if he/she knows the answer to "where's the paper," "I can't find scissors," etc.)
   3) use a signal system. Students signal you when they need help, then go on working. (This means some signal other than the traditional hand-in-the-air routine. Try small flags, colored paper tabs, nametags, etc.)

Again, students may not have learned self-management skills, Teach them. Teach them by consistently applying the rules yourself, by reinforcing those students who follow the procedures, and either cueing or ignoring those who don't.

3. Set up procedures for "getting out"/leaving the room.

If you're anything like I was, you don't want to spend a half hour every afternoon after school re-shelving materials, picking up pencils, etc. So try:

a) the room should look as good when you leave as it did when you came.
b) when you leave, put your folder...on my desk, in the "I'm finished" pile, etc.
c) reshelve or return books/games to proper shelf before leaving.

Again, you may have to teach this one, as students may not have been taught to pick up after themselves. (Oh, if only my mother could read this one paragraph, as she spent all those years ineffectively trying to teach me this same skill!)

* * CHECKPOINT * *

List, below, the procedures you expect students to follow as they enter, work in, and exit from your classroom. List the procedures as briefly as you can, and when possible, in a positive manner, describing what it is you want students to do, not what you want them not to do.

ENTERING:	WHILE YOU ARE WORKING:	EXITING:

structuring independent activities

While you are directing instructional sessions with some students, other students in the classroom will need appropriate activities which can be carried out independently. Here are some guidelines which might help you select tasks for students who are working independently:

a) Students working independently should be practicing on skills for which they have demonstrated acquisition ...you should have some evidence that students can perform the skills you are asking them to work on independently (if not, you're asking for trouble ...potentially, students may be practicing errors).

b) Students should have, within their repertoire, the responses you are asking them to use. Thus, if required, students should know how to

fill in the blank
draw a circle around
write/draw
cut and paste
sort
listen to the tape recorder
use the language master.

If you ask students to complete tasks which include responses they cannot perform independently, you can count on being interrupted many times by students who are unable to complete what you've asked.

c) Students should have an alternative task which they can "turn to" if they are unable to complete the specified task (when you are working with another group and don't want to be disturbed). The alternative task should be closely related to the task at hand and should provide some practice on skill-related work. An example might be, for a student working on an addition page: if you come to a problem you cannot work, put a circle around it and go on ...if you come to a workbook page you cannot do, take out a piece of paper and practice writing CVC, short a words.

d) Primarily, independent work should be related to the short term objective on which the student is working, should be made up of something other than "busy work."

e) Don't feel guilty about giving students free time, or having them select an activity to "occupy them" while you are busy with others...that's no worse than having them sit and do busy work that may not be related to any skills they are working on; and besides, it may create higher motivation when work time does begin.

Materials...Materials...Materials

Someone once said that master teachers are those that can teach with nothing but a piece of paper and a pencil, or chalk and a blackboard.

That may be true. Fortunately, however, millions of dollars are spent annually developing instructional materials to make our jobs of teaching both easier, and more effective. Fortunately? Perhaps. However, along with the thousands of materials produced annually comes the need to begin analyzing materials, selecting those most appropriate to student needs, modifying materials when necessary, and coordinating the use of materials to student short term objectives.

Materials which are not related to target skills, no matter how exciting, aesthetically pleasing, interesting, and highly-motivating, will not help students reach established long term goals. Students may well enjoy the materials (and teachers might love them), but unless those materials are related to target skills, the materials are not appropriate.

Selecting Instructional Materials

Your goal is to select instructional materials which will help students acquire the skills they need in order to be successful in the regular classroom (these skills should be specified in long term goals and short term objective sequences). You'll be selecting commercial materials and teacher-made materials. Major considerations in selecting materials will be:

a) How does the material coordinate with regular classroom materials (regular classroom uses a liguistic reading series, think twice about selecting one for resource use which is heavily sight-based...the regular classroom uses Zaner-Blozer handwriting forms, think twice before purchasing Palmer handwriting books for use in the resource program).

b) How does the material coordinate with the objectives established for the student(s)? (The objective is to master math computation in addition and subtraction, but the material you are considering covers addition and subtraction computation on five of 45 pages; the objective is to read successfully in the second grade basal text, which is a series dependent upon a heavy sight vocabulary, and the material you are considering introduces primarily phonetically regular words.)

c) How does the material fit your needs for

1. organization of the material:
   a) are objectives/skills specifically listed?
   b) are entry skills specified?
   c) does the material include any periodic performance checks?
   d) does the material include adequate practice/review pages?

2. format of the material:
   a) can students work independently?
   b) does the material require teacher-supervision?
   c) is the material self-checking/can students check their own work?
   d) are response demands consistent throughout the page, or does the type of problems and student responses vary?

3. are the materials really "useable"?
   a) are they interesting/aesthetically pleasing?
   b) will they fall apart...are they sturdy?
   c) can you duplicate pages/sections as needed?
   d) can you replace parts without repurchasing the whole thing?
   e) can you afford them?
   f) can you modify materials for optimal use?

As you review materials and consider purchasing specific materials, think about how those materials will fit into the sequences of objectives upon which you are working, the curriculum within the resource program, the types of skills you will be teaching.

Modifying Materials

Once you have selected and purchased (or, more frequently, inherited from the previous teacher) materials, you'll have to determine how you can most effectively modify materials for optimal use in the resource classroom. You'll want to modify materials so they can be used by students working on specific skill objectives. Some modifications you may need to make include:

a) add or delete specific items on a page or pages within a book.

If most of the items on a page fit with an objective you are teaching (add facts with sums to 8), but one or two items do not (facts with sums 9 and 11), delete those items by marking them out with a marker, whiting them out with typing correction fluid, or masking them with tape.

If most of the items you want to include are included on a page (short vowels a, i, u, o), but a couple items are missing (short e), add items by inserting additional words, problems, etc.

b) add or delete self-checking procedures.

If you'd like the material to be self-checking, but it's not, make a copy of the material and fill in the answers. Students can use this "key" to check their work.

On the other hand, if it is self-checking and you'd like it not to be, mask the answers with a cover strip or tape.

c) tear apart/separate pages, or collate and staple pages.

If you'll be using the pages from a workbook in a different order than presented, or only certain pages for certain students, tear the book apart and treat each page as a worksheet.

On the other hand, if you find several worksheets which all focus on a specific skill, you may find it helpful to staple those pages together, and present a "set of work pages" to students as they reach that skill.

d) reproduction or reuse of materials.

You need more than one copy, and can only afford one? There are a couple options: check copyright laws and, if possible, reproduce copies as needed; or

use acetate overlays and have students mark with felt tip pens (rub off easily and material can be reused); or

have the material laminated and have students mark with markers or crayons (wipe off and reuse material).

Organizing and Storing Materials

The longer you teach, the more you'll need an organization system, because...year by year, you seem to acquire more and more material. Organizing material by skill seems to be an effective and efficient way for teachers to keep track of the seeming 3,249 worksheets, 33 workbooks, 45 tests, 72 tablets, and 869 word cards. Try it....

1. Divide materials into curriculum areas:

- handwriting
- reading
  - phonics
  - sight words
  - comprehension
  - pre-reading
- math
  - pre-math
  - counting-numeration-sets
  - computation
    - addition
    - subtraction
    - multiplication
    - division
  - measurement
  - fractions
  - decimals, percents
  - metrics
- spelling
- etc.

2. For each major skill area, list the sequence steps, or target skills you most frequently teach...i.e.,

   reading: phonics
   consonant sounds
   short vowel sounds
   CVC words: short a, short i, short o, short u, short e
   consonant blends
   consonant digraphs
   CVCE words: long a, long i, long o, long u
   contractions
   long vowel teams: ay, igh, oa, ee
   vowel variants: oo, aw, al, etc.

3. Briefly study each worksheet, and categorize it by skill.

4. Label each worksheet with the skill (label in the same spot for convenience: upper left corner, lower right corner, etc.)

5. Purchase, borrow, beg, or steal file folders and labels, and set up a file for each curriculum area you teach ....file worksheets by skill.

6. Arrange boxes in the room so you can place them near non-fileable materials for each curriculum area (kits, games, etc.)

Materials for an Individual Student

Students will be able to better self-manage their work, and you'll be better able to manage the classroom if you provide, for each student, a folder which includes those items he or she will be using while they're in the resource room.

You might include:

1. daily assignment sheet, listing activities to be completed
2. worksheets, workbooks, or word cards to be used
3. books, or materials to be studied or read
4. practice materials, drill sheets, etc.
5. assessment materials, data sheet, and student chart.

Students don't specifically need folders. Teachers have successfully used nearly every kind of container you can think of, from tote trays to ice cream containers. Primarily, you'll need one for each student who is serviced in the resource room each day. Label it clearly, and check to see that it includes materials the student will be using.

A tip from those who've used folders: you may need to make a pocket in the front/back cover to hold pencils, blank casette tapes, word cards, etc. Try stapling an envelope to the cover, or making an envelope by attaching extra heavy duty paper.

questions/answers

Q. HOW CAN I POSSIBLY INDIVIDUALIZE INSTRUCTION FOR ALL THE STUDENTS IN THE RESOURCE PROGRAM?

A. Very carefully, and with much patience. Basically, you will want to assess each student's performance in the major skill areas (math, reading, spelling, handwriting, etc.). Using this information, and the skill sequences you have developed (see Sequencing Short Term Objectives, a SCAT Project monograph), determine which skills each student has already mastered, and at what point you will begin instruction. Then, if possible, locate other students in the program who are at that same skill level. Group these students for instruction...although this is not one-to-one instruction, it is individualized in that every student is getting instruction which is appropriate to his or her own needs. For each group, or each student (if you cannot find anyone with whom to group some students), plan direct teaching activities which relate to the items or skills from the sequence step. Use activities which are appropriate to the stage of learning of each student in the group. Use materials which are appropriate to the skill. Monitor, daily, each student's progress, so you will be able to determine whether or not the activities you have selected are appropriate, and effective. As necessary, change teaching procedures.....most important...don't try to do it all at once...take it a student at a time, and as soon as you have one going, begin to individualize for another. Remember, Rome was not built in a day

Q. THE TIME AND ENERGY NEEDED TO PROVIDE APPROPRIATE INSTRUCTION SEEMS HORRENDOUS! IS IT POSSIBLE, MANAGEABLE TO PROGRAM FOR SO MANY STUDENTS, AND STILL STAY SANE?

A. Yes, it is possible, and has been accomplished by many a teacher. But, it takes much time, and practice. So, take it easy. Try to design and implement appropriate teaching procedures with a couple students. Try taking one student who seems to do well...who seems to make progress no matter what you do. And then, take one student (if you're lucky enough to have one) who doesn't seem to make any progress, no matter what you try. The one student will reinforce you, and help you feel successful, while the other will teach you many things about instruction. Then, when you feel you have good, appropriate programs going for these two, try another...

Or, take one curriculum area...your favorite. Say, for example, math. Within that area, design and implement programs which are appropriate to each student's skill level, and stage of learning. Once things are going smoothly in math, tackle another area... reading, perhaps.

Remember, it takes time to set up effective programs, but everytime you get one going, you're that much closer to providing appropriate instruction for all your students.

Q. I'D LIKE TO GIVE STUDENTS LOTS OF POSITIVE REINFORCEMENT, BUT I FEEL UNCOMFORTABLE, ARTIFICIAL, UNNATURAL. WHAT SHOULD I DO?

A. Positive reinforcement is important to student learning. But, remember that those things you think are reinforcing may, in fact, not be at all reinforcing for students. Consequences are only "reinforcers" if they actually do increase or improve student performance, if they "increase the probability that the response they follow will re-occur at a higher or more frequent level"...so, try this:

Sit down and think about all the little things you can do, or say, that you feel might be reinforcing...and, with which you feel comfortable. If you feel uncomfortable saying "great job today, Teddy", maybe you'll feel more comfortable saying something like "Teddy, your work today was outstanding". Make a list. Then, try those items you have listed, and check their effect on students. Do they seem to be reinforcing? Then continue using them. Don't seem to work? Chuck them, and try some others. And, once you get into the habit of providing more positive reinforcement, it will become more natural, and, surprising as it may seem, the kids will begin to imitate your behavior, and reinforce one another...who knows, maybe they'll even begin to reinforce your reinforcing? Try it, you may be surprised (pleasantly) at how painless it all is.

Q. I REALLY BELIEVE IN COORDINATING THE READING PROGRAM IN THE RESOURCE ROOM WITH THE PROGRAM IN THE REGULAR CLASSROOM, BUT HOW DO I GO ABOUT IT?

A. You're on the right track. If you stop to think about it a moment, what we often do is to take a student who is having difficulty mastering one reading series, or set of reading skills, and place him in a resource program. Then, we begin a different program (after all, hasn't the other one been unsuccessful?). Now, we're asking him not to master one set of skills, or one series, but two...one in the resource room,and another in the regular classroom. Ugh! So, a rule of thumb might be...as long as a student is continuing to receive reading instruction in the regular classroom, try to coordinate your program. How to do it?

Meet with the regular classroom teacher. Discuss with her her expectations for students in the reading program. What specific skills does she expect students to master by the end of the school year (short vowels, CVCE words, contractions, sight words...etc.). If possible, find out in what order she plans to present them. And, find out what materials are being used. Then, together, establish a system for communication. It can be as informal as a teacher's lounge meeting every Tuesday during lunch, or as formal as a daily plan sheet that floats between the two rooms. Use it to share, with one another, feedback on student performance.

Then, use regular classroom sequences, and skills which students are expected to master in the regular classroom as a guide for setting up the resource program. Use additional materials, if necessary, but be sure they are directly related to target objectives.

The key to success seems to be skill-based, and student-performance-based, frequent communication between the regular classroom teacher, and the resource teacher, which takes time and energy. So, set up a procedure for getting together with the regular classroom teacher, and a reward system for both of you, so you'll maintain that communication link, once you establish it!

appendices

a. CHECKPOINT FEEDBACK

b. SAMPLE FORMS

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* * CHECKPOINT FEEDBACK * *

A little feedback on the exercise in which you practiced writing direct, succinct cues. Remember, you want to:

1) tell students precisely what it is you want them to do

2) tell students in as few words as possible

There are, to be sure, a number of different correct cues. However, the following are provided as samples of appropriate cueing procedures.

situation:	desired response:	cue:
a) reading group	you want the students to look at a t and say /t/	try: Say the letter sound, or The sound of this letter is... avoid: What is this? What can you tell me about this letter?
b) reading group	you want the students to look at a t and say "t" ("tee")	try: Say the letter name, or The name of this letter is avoid: What is this? Who can remember what this letter says?
c) independent reading	you want the student to read a certain # of pages	try: Read, silently, pages 14-22 (write the page #s on the board) avoid: Read the next part, or Keep on going by yourself.
d) math	you want the students to write numbers sequentially	try: Begin with zero, and write the numbers in order as far as you can, like this (demonstrate). avoid: Write your numbers, or Let's see how far you can write your numbers today.

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situation:	desired response:	cue:	
e) math	you want students to write the missing addend in problems like __ + 2 = 5	try:	Write the number which will make the sentence (or equation) true. Write the missing number in the blank.
		avoid:	What's missing? or How many do you think we will need to finish this problem?
f) math	you want students to take out their workbooks and turn to page 33	try:	Take out your math workbooks, and turn to page 13 (write page 13 on the board).
		avoid:	Let's get ready for math, or It's time to get ready for math.
g) reading	you want students to blend sounds and say words	try:	Say the sound of each letter as long as my finger is under the letter (use finger to guide student's rate)... again (repeat) Now, say it fast.
		avoid:	Let's figure out some new words, or Now, think about the sound of each of these letters.

As mentioned, there is no one correct cue. But, during instruction, you want to make efficient use of your time, and provide students with clear and concise guidelines for what it is you want them to do. So take time to practice cues.

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* * CHECKPOINT FEEDBACK * *

A little feedback on the exercise in which you determined, for each of five brief descriptions, the "stage of learning" at which the student was operating:

a) maintenance	Helen is probably at a maintenance level...she has already met the objective (acquisition, since the objective was written for accuracy only - percent), and may be ready for programming in transfer & generalization.
b) acquisition	Aaron's performance indicates he is in the acquisition stage. Although his corrects are increasing, he continues to make some errors. He has not yet reached accuracy.
c) transfer & generalization	Marie is at a transfer & generalization level. She has already demonstrated acquisition, proficiency, and maintenance of the target skill.
d) proficiency	Jeff's level indicates he is probably at a proficiency stage. He has demonstrated accuracy (acquisition), but his rate of performance (fluency) is not high enough to stop instruction and start maintenance.
e) acquisition	This checkpoint is designed to check for acquisition (accuracy) of your ability to select and write appropriate learning stage labels for performance descriptions.

* * CHECKPOING FEEDBACK * *

A little feedback on the exercise in which you determined, for several teaching strategies, the "stage of learning" at which it would be most appropriately used.

ACQUISITION	PROFICIENCY	MAINTENANCE
* modeling	* independent practice	* no direct instruction, just performance checking
* continuous, 1:1 feedback/correction	* routine drill	
* demonstration	* practice with a peer	
* 1:1 instruction	* novel drill	
* shaping		

TRANSFER & GENERALIZATION

* using newly-mastered skills in the regular classroom

* asking the student to adapt newly-mastered skills to a new environment

* role playing or simulations of using the skill in different ways

* * CHECKPOINT FEEDBACK * *

A little feedback on the exercise in which you wrote correction procedures for student error responses in simple reading, math, and spelling skills. Remember, there is no one correct correction procedure. However, each procedure used should be brief, should demonstrate the correct response, and give the student an opportunity to try the correct response several times. Here are some samples. How do yours compare?

item:	cue:	desired student response:	error response:	correction procedure:
3 3 1 +2 +1 +2	Write the answers to each of these add facts.	3 3 4 +2 +1 +2 5 4 6	3 3 4 +2 +1 +2 1 2 2	This sign (+) is a plus sign. It says to add. This problem (2) says add 2 and 3. +3 Two plus three is two...three, four,five. Two plus three is five. What does this problem say? (3) +1 Guide students through the correction step-by-step until they demonstrate correct responses.
m	Say the letter sound.	/m/	no response	The sound of this letter is /m..: Listen.../m...m...m/. Say the sound...yes, /m/. Say the lette sound again...good, /m/ is the correct letter sound.
was	Read the word aloud, Mary.	"was"	"saw"	The first letter of this word is "w". The sound of the letter "w" is /w/. This word is "was. Now read the word, Mary...good, the word is "was". Read the word on again...good. Again...good.

item:	cue:	desired student response:	error response:	correction procedure:
s	Print this letter five times.	SSSSS	ƨƨƨƨƨ	Trace this letter, Jeff: S S S S S Now, look at my letter. Begin at the star, and make your letter look like mine... S . . . Good. Now, without the star, copy my letter. That's right. S: _____ Jeff, write the letter s five times.
said	Spell & write the word said 3 times.	said, said, said	sad, sad, sad	Said is a "sight word". That means it doesn't follow the regular spelling rules. You have written the word "sad", /s/.../a/.../d/. "s", "a", "d" spells sad, like The man is sad because he lost his dog. Said is spelled "s", "a", "i", "d". Like, he said his name is Henry. "s", "a", "i", "d", like this (demonstrate writing and saying the letters). Copy the word said three times. Good.
were have from said went saw gone there	Read the word list outloud as fast, and as carefully as you can.	"were have from said went saw gone there"	"were had from said went saw go there"	O.K. You read six words correctly. That's great. But, these two words are words you need to practice. This word is had, /h/../a/../d/. Had, Max had a handful of candy. Read the word...good, the word is had, again...good. Now, this word is gone, "g", "o", "n", e" Gone is a sight word, so the letters do not say their regular sounds. Gone, My friend has gone to summer camp. Gone. Read this word...good, the word is gone...again...good, gone.

* * CHECKPOINT * *

A little feedback on the exercise in which you wrote, for your own classroom, a list of entering, working, and exiting procedures for students to use. Hope you remembered to delegate as many tasks as possible to students, and to write procedures which help students to develop self-management skills. Again, there are no "right" procedures. The following are provided merely as a means of sharing with you some procedures which you might want to try.

ENTERING:	WHILE YOU ARE WORKING:	EXITING:
*pick up your work folder on your way in *check your folder to make sure it has: today's assignments pencil or pen workbook or workpages you need for the day your assessment probe(s) your performance chart *find a seat, and begin the first task listed on your daily assignment sheet *if any materials are needed, please let me know by laying out your yellow "I need attention" tab	* work quietly on your task * if you cannot work a problem, or start a task, layout your yellow "I need attention" tab, and either skip that problem and go on, or begin the next task on your sheet. * if you need materials, get them quietly, without disturbing others * if you are working in a pair or with a team, please move to the "working together" corner to do your task * if you are using any machines, ask the aide (Ms. Hanvor) to help you get set up * if you come in late, you'll have to work hard and fast to complete all your tasks * if you finish all your daily assignments, and are waiting for daily assessment, you may want to practice your "target skill" or enjoy some free time	* get ready to check out by making sure you have: checked off all completed assignments turned all written work in, at the "I'm finished" box completed your daily assessment, and charted your progress * return all materials to their proper place * left the free time area as clean as it was when you arrived * check out with me, and then return your folder to the "Out" pile * walk quietly back to your classroom

Student: _____ Program(s): _____

Week of : _____ _____

_____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
daily assessment results:				

Student: _____ Program area: _____ Short Term Obj: _____

Dates: _____ _____

LOGISTICS	MATERIALS	CUES/EXPECTED CORRECT RESPONSES	CORRECTION PROCEDURE	CONSEQUENCES	PRACTIC
group: instructor: time of day: length of lesson:					

St[redacted]t: _____ Week of: _____ Curr. Area: _____

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LTO: STO:	Instructional Programs/Activities/Tasks/Materials					

Probe/Amt. time:	AIM	#C	#E	#C	#E	#C	#E	#C	#E	#C	#E

PROBES/TIMINGS

67

75

76

SPECIFIC DAILY INSTRUCTION
AND RAW DATA SHEET

PUPIL: _____

Coordinate these lessons with procedures, etc., listed on PLAN SHEET #_____.

LESSONS FOR THE WEEK OF _____.

MONDAY
Tasks to complete
1.
2.
3.
4.
PROBE #_____, VARIATION_____.

RAW DATA

#correct	#error
Specific errors	

TUESDAY
Tasks to complete
1.
2.
3.
4.
PROBE #_____, VARIATION_____.

RAW DATA

#correct	#error
Specific errors	

WEDNESDAY
Tasks to complete
1.
2.
3.
4.
PROBE #_____, VARIATION_____.

RAW DATA

#correct	#error
Specific errors	

THURSDAY
Tasks to complete
1.
2.
3.
4.
PROBE #_____, VARIATION_____.

RAW DATA

#correct	#error
Specific errors	

FRIDAY
Tasks to complete
1.
2.
3.
4.
PROBE #_____, VARIATION_____.

RAW DATA

#correct	#error
Specific errors	

NOTES: (Please date & initial)